

English, Grade 11 College Preparation ENG3C	
Lesson 4: What is wealth?	
Connections to Financial Literacy Financial literacy knowledge and skills addressed in this lesson: ✓ <i>to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues</i> ✓ <i>to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers</i>	Text Forms Explored in Lesson Social Impact Game Text Forms Created in Lesson Response journal Wiki
Curriculum Expectations	
ORAL COMMUNICATION	
Overall Expectations:	Specific Expectations:
By the end of this course, students will: 1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	Purpose 1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks Using Active Listening Strategies 1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions
WRITING	
Overall Expectations:	Specific Expectations:
By the end of this course, students will: 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;	Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a variety of writing tasks Generating and Developing Ideas 1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as

	<p>appropriate</p> <p>Research 1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate</p>
MEDIA STUDIES	
Overall Expectations:	Specific Expectations:
<p>By the end of this course, students will:</p> <p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p>	<p>Purpose and Audience 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences</p> <p>Interpreting Messages 1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey</p> <p>Evaluating Texts 1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose</p> <p>Audience Responses 1.3 explain why the same media text might prompt different responses from different audiences</p> <p>Critical Literacy 1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power</p>
<p>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p>Purpose and Audience 3.1 describe the topic, purpose, and audience for media texts they plan to create</p> <p>Form 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice</p>
<p>4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>	<p>Metacognition 4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills.</p>

Learning Goals

By the end of this lesson, students will know, understand, or be able to:

- Be able to identify and reflect on the perspectives depicted in a text
- Compare and contrast their own life experiences with those of fictional characters
- Identify elements of a fictional text that shape the content and meaning of the text
- Identify conventions or techniques used in fictional texts and explain how they convey meaning and influence student's personal understanding of the world

Teaching Emphasis - *It is important to note that the teaching emphasis should be informed by the student observations/learning. The following are examples of possible emphases that address these learning goal(s):*

- *How does the author of this build empathy for the characters and their situations?*
- *What is the message the author is trying to convey?*
- *Why is the message significant in the world we live in?*

Note: Teachers will need to use their professional judgement to determine how long it will take to cover the content in this lesson. A guideline is:

- Three to five days (on their own time) to play *3rd World Farmer* and one day to reflect on and discuss what the game showed them with peers.

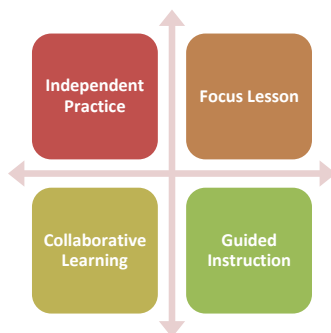
Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<p>Prior learning: Students should be able to identify and distinguish between the following terms:</p> <ul style="list-style-type: none"> • Text form • Text purpose • Intended audience • Text features • Narrative text • Social Impact Game • Media 	<p>Related to the Curriculum</p> <ul style="list-style-type: none"> • Perspective • Character • Point of View <p>Related to Financial Literacy</p> <ul style="list-style-type: none"> • Poverty • Affluence • Third World • Developing Country • Underdeveloped Country 	<p>Minds On: Appendix 4-1: Using Social Impact Games to Build Schema</p> <p>Action: Handout 4-1: “3rd World Farmer” Reflection</p> <p>Consolidation: Access to a computers Access to a wiki or blogging site where students can post reflections after discussion and respond to the posts of peers (e.g. wikispaces, wordpress, edu.glogster)</p>

Instructional Strategies

This lesson is built around Gradual Release of Responsibility

In GRR, four things should happen in every lesson, every day. These four things can happen in any order:



Quality Indicator 1- Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

Quality Indicator 2 - Joint attention to tasks or materials *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*

Quality Indicator 3 - Argumentation not arguing: *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

Quality Indicator 4 - Language support: *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

Quality Indicator 5 - Grouping: *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

Quality Indicator 6 - Teacher role: *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

Sources: *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher and Nancy Frey
<http://www.fisherandfrey.com/>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:****Minds On****Independent**

“3rd World Farmer” is a Social Impact Game. Have students play the game at home before class.

Appendix 4-1 provides a description of how the game works and outlines what students will observe as they play. By having students print the final screen of the game (which shows their statistics and information about what they encountered as a “3rd World Farmer”) you will build student accountability in the group discussion. The game is engaging and students will enjoy playing it for “homework”.

The game “3rd World Farmer” can be found at the link:

<http://www.3rdworldfarmer.com/index.html>

Note: You may want to check to see if the site is permitted by your board’s server. Ideally, students would play this game for homework and use class time to discuss strategy and realizations with peers.

Provide students with about a week to complete the task and remind them each day leading up to the class discussion. You may want to have students compete to see who is the best virtual 3rd World Farmer, allowing students who complete their homework early to go back and replay, trying to beat their initial score.

Below is the developers’ description of the game:

Appendix 4-1: Using Social Impact Games to Build Schema

Using Social Impact Games to Engage Students and Build Schema
The game “3rd World Farmer” can be found at the following link. Note: You may want to check to see if the site is permitted by your board’s server. Ideally, students would play this game for homework and use class time to discuss strategy and realizations with peers.
<http://www.3rdworldfarmer.com/index.html>

“3rd World Farmer” is an easy game to start and to play.



Once a player begins, they will be taken to a screen where they will make decisions about what they will buy with their \$50.



Players are provided with several categories from which to shop, including tools, livestock, and crops. Within each category, players are provided with another range of items at varying prices. Students will notice that these prices do not remain constant, but fluctuate with the market at each planting and harvesting season.



Once they select an item, players are shown information about the item including price and other information which may or may not help them make a purchasing decision, thereby reinforcing their need to think critically about what they are told and make connections to prior knowledge.



What is 3rd World Farmer?

3rd World Farmer is a new kind of game. An experiment in the genre of Serious Games, it simulates some of the real-world mechanisms that cause and sustain poverty in 3rd World countries.

In the game, the player gets to manage an African farm and is soon confronted with the difficult choices that poverty and conflict can cause.

As a farm and family management game it has an emotional impact on many players because usually these types of games play out in much easier settings, where it's always possible to prosper by playing cleverly and making the right game choices. It's not always like that in 3rd World Farmer. Just like real people are dying from starvation in desperate situations that they never asked to be put in, all it takes for things to go wrong in this game is one bad harvest, an unfortunate encounter with corrupt officials, a raid by guerrillas, a civil war, a sudden fluctuation in market prices, or any of the many other game events, that might never happen to families in industrialized countries.

By letting players experience this - albeit in a harmless, fictional setting - we hope to open their eyes to the problems and to motivate them to make positive social change. Our aim is to have everybody play the game, reflect, discuss and act on it. The game is a great starting point for discussions of 3rd World issues, so we encourage teachers to use it in class.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:**

The teacher will post a purpose statement for the lesson:

By the end of this lesson we will be able to:

- distinguish between point of view and perspective so that we can articulate how each is being used in a text.
- See the correlation between an author's use of perspective and point of view and the intended purpose.
- Learn about the living conditions of individuals in other parts of the world where poverty looks and feels different than it does where we live, so that we can better understand and empathize with the perspectives we might encounter in texts.

Focus Lesson

1. Review with students definitions of perspective/ narrative voice. These definitions might include the following information:

Perspective/ Narrative Voice

How the reader's attention is directed and controlled by the voice that's telling the story.

Point of View – the narrative mode, the pronoun used in narration:

- **First person – participant, observer, reporter (uses pronouns I, me, our)**
- **Second person – placing the reader in the main character's position (uses pronoun you)**
- **Third – omniscient, limited omniscient (i.e. fly on the wall), reporter**

Guided Instruction

- Teacher should model his/ her thinking around some of the following questions with relation to a text with which students are familiar:

Questions to ask:

- ✓ How reliable is this narrator?
- ✓ How long ago did the events occur in relation to the telling of them?
- ✓ Has the narrator/ perspective changed over the course of the story?
- ✓ How distanced does the reader feel from the narrator and the action?
- ✓ Does the voice change over the course of the story?
- ✓ How does the narrative voice affect the other design/ literary elements?
- ✓ What impact does the narrative voice have on the author's central idea?
- ✓ What tone - speaker's attitude toward what is being described - is created by the narrator?

Independent

- On their own, students have an opportunity to respond to the questions on **Handout 4-1: "3rd World Farmer" Reflection**.

Collaborative

- In groups of 3 or 4, have students share:
 - Their experiences playing 3rd World Farmer, including strategies they used during the game, how effectively they feel the developers were in achieving their intended purpose, and how this playing this game made them more aware and or empathetic towards individuals who live in third world countries such as the one depicted in the game.
 - Their responses to the reflection questions.

Handout 4-1: "3rd World Farmer" Reflection

Handout 4-1

"3rd World Farmer" - Reflection



On the inside, the developers of the game "3rd World Farmer" were not focused on creating the game.

By using players' experience, the game is a narrative, social, and a chance to learn their way to the products, and to provide them to those who are in need. So, it is to be used as a game, not as a tool, and it is to be used as a game, not as a tool.

How effective do you think the game was? Please explain to your answer.

How effective do you think the game was? Please explain to your answer.

How effective do you think the game was? Please explain to your answer.

Financial Literacy

Gradual Release of Responsibility



Teacher role:

While productive group work is occurring, the teacher circulates to monitor –

- ✓ *Comprehension.*
- ✓ *How students are interacting with one another to build each other's knowledge.*
- ✓ *Body language and movement associated with meaningful conversations, and shared visual gaze on materials.*
- ✓ *Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary
- independent or further guided practice

Have students post a personal response on an electronic discussion board (e.g. through turnitin.com or a school board learning management system) or on a wiki. Encourage them to respond to the posts of their peers.

If students are posting their responses on a wiki, consider having them find images, stories, reports, etc. that help them to build background knowledge about third world countries.

You may wish to have students gather information which relates to the area of Mumbai, India which is the setting depicted in the film *Slumdog Millionaire*, which will be viewed as part of the next lesson.

Disclaimer: Images and many text resources included in ELAN Financial Literacy Units are available in the public domain; ELAN does not guarantee continued access to external links provided on this site; nor shall it be liable for damages resulting directly or indirectly from the use of any external links provided.